



# Fourth Grade Reading Newsletter






Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> <li>• make inferences using text support.</li> <li>• use <b>key details</b> to paraphrase information and summarize various forms of texts.</li> <li>• identify <b>main idea</b> or theme to compare multiple texts.</li> <li>• describe and analyze how authors use cause and effect <b>text structures</b> to explain ideas, events, or information.</li> <li>• explore <b>firsthand accounts</b> of the same event using a variety of texts.</li> <li>• identify evidence a speaker provides to support a claim or an idea.</li> <li>• generate inquiry questions.</li> </ul>
Language: Vocabulary	<ul style="list-style-type: none"> <li>• apply strategies to clarify the meanings of unknown and multiple meaning words.</li> <li>• define and use subject-specific vocabulary.</li> <li>• use antonyms and synonyms to determine the meaning of words.</li> <li>• use multimedia sources (websites, books on tape, pictures, videos, etc.) to help develop understanding of subject-specific and rich vocabulary.</li> <li>• use subject-specific and rich vocabulary to add details in oral and written responses.</li> </ul>

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Elaboration	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> <li>• apply <b>main idea</b> and details from literature and informational text to deepen understanding of concepts.</li> <li>• use multiple sources to make generalizations, inferences, and expand on ideas about content.</li> <li>• explain and combine ideas to explain how human activities affect the natural environment using informational text.</li> <li>• combine and explain information from historical events, documents, and policies to identify the <b>main idea</b>.</li> </ul> 
Effort/Motivation/ Persistence	<p>working effectively and respectfully to reach a group goal.</p> 	<ul style="list-style-type: none"> <li>• start a task → work on the task → complete the task.</li> <li>• work in flexible groupings such as pairs, triads, or quads to describe how they used an effective strategy to determine the meanings of words.</li> <li>• follow through and adjust reading goals.</li> <li>• develop and demonstrate a plan of action to achieve a goal or solve a problem.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>○ My goal for reading this quarter is...</li> <li>○ I will achieve my goals by...</li> <li>○ This is important because...</li> </ul> </div>

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Marking Period 2, Part 2

Learning Experiences by Measurement Topic		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Informational Text	<ul style="list-style-type: none"> <li>• use background knowledge and what was learned from reading to make inferences.</li> <li>• brainstorm a list of <b>key details</b> to determine a <b>main idea</b>.</li> <li>• summarize text by paraphrasing (restating) the <b>main idea</b> and providing supporting details.</li> <li>• describe the cause and effect relationship between events, ideas, concepts, or information.</li> <li>• generate inquiry questions about exploration and explorers.</li> <li>• collect information across multiple texts (informational, articles, digital or multimedia, etc.).</li> <li>• listen to various accounts of exploration, and gather evidence to determine the impact of events.</li> <li>• add and combine ideas from a variety of sources to explain how human activities affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• read every night (magazines, newspapers, factual books, etc.).</li> <li>• respond to questions about the text orally or in writing. <u>Possible questions:</u> <ul style="list-style-type: none"> <li>○ Describe a cause and effect relationship found in the text. How did it affect the text?</li> <li>○ Summarize the <b>main idea</b> of this section of the text. What <b>key details</b> helped you support your response?</li> <li>○ What questions would you ask the author to gain more meaning?</li> <li>○ What new learning did you gain from this reading or procedure?</li> </ul> </li> <li>• set goals and make a plan to follow through. Discuss ways to resolve obstacles that arise.</li> <li>• visit a museum or art gallery and use subject-specific vocabulary to describe what is seen and heard.</li> <li>• practice summarizing movies, TV shows, books, comics, articles, etc.</li> </ul>
Language: Vocabulary	<ul style="list-style-type: none"> <li>• use subject-specific and rich vocabulary in discussions.</li> <li>• determine word meaning relevant to academic concepts.</li> <li>• use digital resources to find meanings and correct pronunciation of unfamiliar words.</li> <li>• brainstorm rich vocabulary to replace overused terms.</li> <li>• study antonyms (opposites) and synonyms (similar words) to determine deeper meanings of words.   </li> </ul>	<ul style="list-style-type: none"> <li>• practice using synonyms and antonyms to identify word meaning.</li> <li>• replace overused words with more descriptive vocabulary in conversation (e.g. said: shared, elaborated, stated, screamed, yelled, shouted).</li> <li>• use these websites to support learning: <ul style="list-style-type: none"> <li>○ online dictionary, thesaurus <a href="http://www.merriam-webster.com">http://www.merriam-webster.com</a></li> <li>○ translation resources <a href="http://oxfordlanguagedictionaries.com">http://oxfordlanguagedictionaries.com</a></li> <li>○ play word games <a href="http://abcya.com/synonyms_antonyms.htm">http://abcya.com/synonyms_antonyms.htm</a></li> </ul> </li> </ul>
Glossary	<p><b>firsthand account:</b> the account or artifact of someone who was witness to an event or time period of study</p> <p><b>key details:</b> details that support the lesson or message the writer wants to get across in his or her story</p>	<p><b>main idea:</b> in informational text, the central point the author wants the reader to know</p> <p><b>text structure:</b> the organization of a text (chronology or time sequence, cause and effect, description, compare and contrast, problem and solution)</p>